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ABSTRACT

The annotated bibliography provides abstracts of 31 research reports, bibliographies, program reviews, taxonomies, and seminar proceedings, and of 16 journal articles, all published since 1963, dealing with educational personnel serving the vocational education needs of the educationally disadvantaged, the handicapped, and minorities. The cited listings were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CIJE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, three projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given. (JR)

ED106521

Bibliography Series No. 24

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# EDUCATIONAL PERSONNEL FOR THE DISADVANTAGED, HANDICAPPED, AND MINORITIES: INFORMATION SOURCES

Compiled by

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The Center for Vocational Education
The Ohio State University
1960 Kenny Road, Columbus, Ohio 43210

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VE 003 690

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PREFACE

The project staff of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) at The Center for Vocational Education has prepared and made available five bibliographies to assist others in applying for support of research projects in vocational education for Fiscal Year 1975. Each bibliography provides access to sources of information about one of five priority areas announced by the U.S. Office of Education pursuant to authority contained in Section 131(a) of Part C of the Vocational Education Act of 1963, as amended. It is hoped that these bibliographies will be genuinely helpful. Titles in this group are:

State Administration of Vocational Education: Information Sources
Local Administration of Vocational Education: Information Sources
Guidance, Counseling, Placement, and Follow-Through Systems: Information Sources
Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources
Curriculum, Demonstration, and Installation Studies: Information Sources

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# INTRODUCTION

Educational personnel serving the educationally disadvantaged, handicapped, and minorities has been designated as a priority for research projects to be sponsored by the U.S. Office of Education during Fiscal Year 1975. When undertaking a research project it is important to take into consideration previous work and current activity in the same area so as to avoid duplication and build upon prior knowledge. Reports on completed work has been announced in Research in Education (RIE) or Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) or described in journal articles announced in Current Index to Journals in Education (CIJE).

The report literature and journal articles cited in this publication were found in a computer-assisted search of RIE, AIM/ARM, and CIJE. These citations were selected from among a larger number uncovered in the initial search. The selected items were deemed relevant to the topical area and representative of previous work. As with most bibliographies, the inclusions are a product of the search strategies, the time available, and the judgement of the compilers. Therefore, users of the bibliography should seek information from other sources as well. The items are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS) or the original source as indicated in the citation.

The projects in progress cited were selected from among those listed in Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968 (Washington, D.C.: U.S. Department of Health, Education, and Welfare, June, 1974). Additional information about these projects may be found in the above cited publication or from the project director listed.

SOURCES OF INFORMATION

Report Literature

ED001587
REPORT ON OAKLAND SCHOOLS.
DELLUMS, C.L.
California State Dept. of Industrial Relations, San Francisco. Fair Employment Practices Commission.
Pub Date 63 Note-32P.
EDRS PRICE MF-$0.65 HC-$3.29
Descriptors-Administrative Personnel/ *Employment Practices/ Ethnic Groups/ Labor Laws/ *Racial Attitudes/ *School Personnel/ *School Policy/ Teacher Recruitment
Identifiers-CALIFORNIA/ DISCRIMINATION/ SACRAMENTO
AN INVESTIGATION WAS CARRIED OUT BY THE FAIR EMPLOYMENT PRACTICE COMMISSION INTO THE PRACTICES OF THE OAKLAND SCHOOL DISTRICT. BASIC WAS THE PREMISE THAT ANY TEACHER OR SCHOOL ADMINISTRATOR WHO ABUSES HIS TRUST BY LIMITING THE EDUCATION OF CHILDREN, BECAUSE OF PRECONCEIVED NOTIONS OF WHAT THEY CAN OR CANNOT LEARN, BASED ON THEIR RACE, COLOR, OR ETHNIC ORIGIN, IS DOING A DISSERVICE TO THE COMMUNITY AND IS DOING THE CHILDREN ALMOST IRREPARABLE HARM. IN A NUMBER OF CASES INVESTIGATORS FOUND THAT KEY SCHOOL PERSONNEL WERE CONVINCED THAT NEGRO CHILDREN WERE LIMITED IN THEIR POSSIBLE ATTAINMENTS. IT APPEARED THAT NEGRO TEACHERS WERE USUALLY HIRED FOR JOBS IN PREDOMINANTLY NEGRO SCHOOLS, AND TEACHERS WITH A SPANISH SURNAME WERE RARELY HIRED. IT WAS ALSO CLEAR THAT OPPORTUNITIES FOR MINORITY-GROUP TEACHERS TO OBTAIN HIGHER-LEVEL POSITIONS WERE FEWER THAN FOR TEACHERS OF THE MAJORITY GROUP. BASED ON THESE AND OTHER FINDINGS, THE REPORT OF THE INVESTIGATION COMMITTEE CONCLUDED WITH SEVERAL RECOMMENDATIONS--(1) DISMISSAL OF ANY PRINCIPAL, COUNSELOR, OR TEACHER WHOSE EDUCATIONAL APPROACH TO MINORITY-GROUP STUDENTS IS LIMITED BY PREJUDICE AS TO THEIR POSSIBLE ACHIEVEMENT, (2) AN INTENSIVE PROGRAM FOR ALL CERTIFIED PERSONNEL OF INSERVICE TRAINING IN HUMAN RELATIONS, (3) HIRING OF TEACHERS ON MERIT, AND ASSIGNMENT OF MINORITY-GROUP TEACHERS TO ALL SCHOOLS, (4) EQUAL PROMOTIONAL OPPORTUNITY FOR ALL TEACHERS, AND (5) A CONSCIENTIOUS EFFORT TO EMPLOY SPANISH-SURNAME TEACHERS OR OTHERS WITH A KNOWLEDGE OF CONVERSATIONAL SPANISH.

ED011898 UD002764
THE EDUCATION OF DISADVANTAGED CHILDREN, A BIBLIOGRAPHY.
WATT, LOIS B. ; AND OTHERS
Office of Education (DHEW), Washington, D.C.
Report No.-OE-14031-38
Pub Date 15AUG67 Note-37P.
EDRS PRICE MF-$0.65 HC-$3.29
Descriptors-*Annotated Bibliographies/ *Childrens Books/ *Educationally Disadvantaged/ Elementary Grades/ Junior High Schools/ Preschool Education/ *Resource Materials/ Senior High Schools/ Students/ Teachers/ *Textbooks
Identifiers-DISTRICT OF COLUMBIA

DIRECTED AT TEACHERS AND LIBRARIANS CONCERNED WITH EDUCATIONALLY DISADVANTAGED STUDENTS, THIS BIBLIOGRAPHY ARRANGES RESOURCE READINGS FOR TEACHERS AND TEXTBOOKS AND LITERATURE FOR STUDENTS UNDER THE FOLLOWING HEADINGS--(1) PROFESSIONAL RESOURCES (GENERAL THEORETICAL MATERIAL AND SPECIFIC TREATMENT OF HANDICAPPED CHILDREN, INTERGROUP RELATIONS, THE ISSUES OF URBAN AND RURAL EDUCATION, GUIDANCE SERVICES, REPORTS OF WORK IN THE VARIOUS CURRICULUM AREAS, AND SOURCES OF INFORMATION AND LISTS OF MATERIALS), (2) ELEMENTARY AND SECONDARY SCHOOL TEXTBOOKS (ARRANGED PRIMARILY ACCORDING TO CURRICULUM AREA), AND (3) CHILDREN'S LITERATURE (ARRANGED PRIMARILY ACCORDING TO THE CONTENT OF THE WORK). THE APPROPRIATE GRADE LEVEL FOR THE WORK IS INDICATED. ANNOTATIONS ARE PROVIDED ONLY WHERE IT IS NECESSARY TO CLARIFY THE CONTENT OR NATURE OF THE WORK CITED. MOST OF THESE MORE THAN 350 WORKS WERE WRITTEN AFTER 1963. THIS DOCUMENT IS ALSO AVAILABLE AS OE-14031-38 FROM THE PUBLICATIONS DISTRIBUTION UNIT, U.S. OFFICE OF EDUCATION, WASHINGTON, D.C. 20202. (EF)

ED012136# EC000383
A HIGH SCHOOL WORK-STUDY PROGRAM FOR MENTALLY SUBNORMAL STUDENTS.
FREY, ROGER M.; KOLSTOE, OLIVER P.
Pub Date 65
DOCUMENT NOT AVAILABLE FROM EDRS.
Descriptors—Job Placement/ *Mentally Handicapped/ Mental Retardation / Personnel/ Prevocational Education/ Program Planning/ Secondary Grades/ *Sheltered Workshops/ *Special Education/ Teacher Education/ Vocational Directors/ *Vocational Education/ *Work Study Programs
CHARACTERISTICS AND NEEDS OF THE MENTALLY HANDICAPPED AND THE ORGANIZATION OF A 4-YEAR HIGH SCHOOL WORK-STUDY PROGRAM FOR THESE STUDENTS ARE DESCRIBED FOR TEACHERS AND WORK-STUDY SUPERVISORS. THE PROGRAM INCLUDES WORK AND RELATED STUDY THROUGH THREE STAGES OF EXPERIENCE--PREVOCATIONAL TRAINING WHICH PROVIDES VOCATIONAL INFORMATION AND EXPERIENCE IN SHELTERED WORK CONDITIONS, JOB TRYOUT, AND SUPERVISED VOCATIONAL PLACEMENT. AN ADJUSTED ACADEMIC PROGRAM THAT IS COORDINATED WITH THE VOCATIONAL PROGRAM IS EXPLAINED. APPENDIXES INCLUDE A SUGGESTED CURRICULUM FOR A 4-YEAR PROGRAM AND SAMPLE EMPLOYER FORMS FOR PROGRESS, EVALUATION, AND JOB ANALYSIS. THIS BOOK WAS PUBLISHED BY THE SOUTHERN ILLINOIS UNIVERSITY PRESS, 600 WEST GRAND, CARBONDALE, ILLINOIS 62901, 186 PAGES, $5.00. (CG)

ED012285# UD003490
CULTURE IN AMERICAN EDUCATION--ANTHROPOLOGICAL APPROACHES TO MINORITY AND DOMINANT GROUPS IN THE SCHOOLS.
LANDES, RUTH
Pub Date 65
DOCUMENT NOT AVAILABLE FROM EDRS.
Descriptors—American Indians/ *Anthropology/ Bibliographies/ Counseling Instructional Programs/ Cultural Background/ Cultural Differences/ *Culture/ *Education/ Ethnic Groups/ Experimental Programs/ Mexican Americans/ Minority Groups/ Negroes/ Race Relations/ Research Projects/ Schools/ Social Workers/ *Teacher Education/ Teacher Education Curriculum/ Teachers
Identifiers-CALIFORNIA/ CLAREMONT PROJECT/ UNITED KINGDOM/ UNITED STATES

THIS BOOK DESCRIBES AN EXPERIMENTAL TEACHER AND SOCIAL WORKER TRAINING PROGRAM WHICH COMBINED THE TENETS OF ANTHROPOLOGY AND EDUCATION IN AN EFFORT TO SOLVE THE SCHOOL AND WELFARE PROBLEMS OF MINORITY GROUPS IN CALIFORNIA, ESPECIALLY THOSE OF NEGROES AND MEXICAN AMERICANS. THIS CULTURAL APPROACH IS DISCUSSED IN CHAPTERS ON THE CULTURE CLASH IN THE SCHOOLS, IN THE QUESTIONS TEACHERS ASK ABOUT OTHER CULTURAL GROUPS, AND IN A REVIEW OF ANTHROPOLOGICAL CONCEPTS AND METHODS. ALSO DESCRIBED ARE THE COURSES DEVELOPED FOR THE TEACHERS, TRAINING IN THE SCHOOLS FOR DEALING WITH INTERCULTURAL PROBLEMS, SOCIAL WORK COUNSELING, AND SPECIAL PROJECTS CARRIED ON BY TEACHERS PARTICIPATING IN THE PROGRAM. THE APPENDIXES INCLUDE AN OUTLINE OF ASPECTS OF MEXICAN AMERICAN LIFE, A CHART COMPARING NEGRO-WHITE RELATIONS IN THE UNITED STATES AND THE UNITED KINGDOM (WITH SOME MATERIAL ON BRAZIL), AND A BRIEF DISCUSSION OF THE AMERICAN INDIAN. THERE IS ALSO AN EXTENSIVE BIBLIOGRAPHY. THIS BOOK WAS PUBLISHED BY JOHN WILEY AND SONS, 605 THIRD AVENUE, NEW YORK, NEW YORK 10016, 330 PAGES, $7.95. (NH)

ED012979 EC000131
REVIEW OF SPECIAL EDUCATION PROGRAMS.
PETERSON, M.F.
North Dakota State Dept. of Public Instruction, Bismark.
Pub Date 67 Note-48P.
EDRS PRICE MF-$0.65 HC-$3.29
Descriptors-*Administrator Guides/ *Admission Criteria/ Aurally Handicapped/ Blind/ Children/ Educable Mentally Handicapped/ Emotionally Disturbed/ Homebound/ Hospitalized Children/ Partially Sighted/ Physically Handicapped/ Qualifications/ Records (Forms)/ School Personnel/ Socially Maladjusted/ *Special Education/ Speech Handicapped/ Speech Therapists/ Speech Therapy/ *State Legislation/ State Programs/ *Teacher Qualifications/ Trainable Mentally Handicapped
Identifiers-BISMARCK/ NORTH DAKOTA CENTURY CODE
SPECIAL EDUCATION PROGRAMS FOR EACH TYPE OF HANDICAPPED CHILD ARE DESCRIBED IN TERMS OF ORGANIZATION, ADMISSION CRITERIA, CLASS SIZE, EQUIPMENT, TEACHER QUALIFICATIONS, AND STATE PARTICIPATION. ADDITIONAL SPECIAL EDUCATION PERSONNEL, THEIR QUALIFICATIONS, AND THEIR RESPONSIBILITIES ARE LISTED. ALSO INCLUDED ARE SECTIONS OF THE NORTH DAKOTA CENTURY CODE, LOCAL AND STATE RESPONSIBILITIES FOR THE PROGRAMS, AND SAMPLE APPLICATION AND REIMBURSEMENT CLAIM FORMS. (CG)

ED018883 EC000759
THE RELATIONSHIP OF VOCATIONAL OUTLOOK AND SPECIAL EDUCATIONAL PROGRAMS FOR ADOLESCENT EDUCABLE MENTALLY HANDICAPPED.
JONES, PHILIP ROBERT
Illinois Univ., Urbana.
Pub Date 66 Note-87P.
EDRS PRICE MF-$0.65 HC-$3.29
Descriptors-Adolescents/ Age Differences/ Aspiration/ Attitudes/ Attitude Tests/ Educable Mentally Handicapped/ Educational Background/ Employment Level/ *Exceptional Child Research/ Family Life/ Fathers/ Intelligence Differences/ *Mentally Handicapped/ Prevocational Education/ Program Evaluation/ *Program Planning/ Racial Differences/ Sex Differences/ Socioeconomic Influences/ State Programs/ Teachers/ *Vocational Adjustment/ *Vocational Education/ Work Attitudes/ Work Experience/ Work Study Programs

THE PURPOSE OF THE STUDY WAS TO INVESTIGATE THE RELATIONSHIP BETWEEN THE VOCATIONAL OUTLOOK OF HIGH SCHOOL EDUCABLE MENTALLY HANDICAPPED (EMH) STUDENTS AND THE TYPE OF HIGH SCHOOL PROGRAM IN WHICH THEY WERE ENROLLED. POSSIBLE RELATIONSHIPS BETWEEN EMH STUDENTS' VOCATIONAL OUTLOOK AND AGE, SEX, RACE, INTELLECTUAL LEVEL, READING ACHIEVEMENT LEVEL, WORK EXPERIENCE HISTORY, AND HOME BACKGROUND WERE ALSO CONSIDERED. DATA WERE COLLECTED FROM 13 HIGH SCHOOLS IN ILLINOIS WHICH OPERATED TWO OR MORE SPECIAL CLASSES DURING THE 1965-66 SCHOOL YEAR. THE SAMPLE INCLUDED 202 MALES AND 171 FEMALES WHO RANGED IN AGE FROM 13 TO 21 YEARS. VOCATIONAL OUTLOOK OF EMH STUDENTS WAS MEASURED BY A COULD YOU EVER SCALE, A GROUP TEST CONSTRUCTED FOR THE STUDY. EACH PROGRAM WAS RATED ON A PROGRAM CRITERIA INDEX, ALSO CONSTRUCTED BY THE INVESTIGATOR. THE STUDY FOUND (1) A SIGNIFICANT DIFFERENCE IN IQ GROUPINGS BETWEEN MALES AND FEMALES WITH MORE MALES IN THE HIGHER IQ GROUPINGS, (2) NO SIGNIFICANT RELATIONSHIP BETWEEN STUDENTS' VOCATIONAL OUTLOOK AND THE NATURE OF THE PROGRAM IN WHICH THEY WERE ENROLLED, (3) FEMALES LESS APPROPRIATE IN THEIR VOCATIONAL OUTLOOK THAN MALES, (4) A DECREASE WITH AGE IN INAPPROPRIATE RESPONSES ON VOCATIONAL OUTLOOK, (5) AS A GROUP NON-WHITE SUBJECTS WERE MORE INAPPROPRIATE IN VOCATIONAL OUTLOOK THAN WHITE, (6) A LESS APPROPRIATE OUTLOOK IN THE LOWER IQ GROUP OF SUBJECTS, (7) MORE APPROPRIATE ATTITUDES IN VOCATIONAL OUTLOOK OF MALES FOLLOWING COMMUNITY WORK PLACEMENT, AND (8) MORE APPROPRIATE VOCATIONAL ATTITUDES IN STUDENTS FROM THE FATHERS' HIGHER LEVEL OF OCCUPATIONAL AND EDUCATIONAL GROUPS THAN IN THOSE FROM THE FATHERS' LOWER LEVEL GROUPS. IMPLICATIONS FOR PROGRAM PLANNING ARE MADE, AND FURTHER STUDIES ARE SUGGESTED. A BIBLIOGRAPHY CONTAINS 32 REFERENCES, AND APPENDIXES PRESENT THE PROGRAM CRITERIA INDEX AND THE COULD YOU EVER SCALE. (DF)

ED022011 VT004668

REPORT OF WORKSHOP FOR THE STUDY OF THE DISADVANTAGED FOR SELECTED TEACHERS OF OCCUPATIONAL TRAINING (TEXAS TECHNOLOGICAL COLLEGE, LUBBOCK, JULY 3-JULY 14, 1967).

Buntin, L. Ann
Texas Technological Coll., Lubbock.

Spons Agency-Texas Occupational Research Coordinating Unit, Austin.
Pub Date Jul 67 Note-56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Disadvantaged Environment/ *Disadvantaged Youth/ Economic Disadvantagement/ Minority Groups/ *Program Descriptions/ Sociocultural Patterns/ Special Services/ *Summer Workshops/ Supervisors/ Teacher Improvement/ *Teachers/ Teaching Techniques/ *Vocational Education

Forty-two teachers and supervisors, selected by the Texas Education Agency, participated in a 2-week workshop designed to provide an intensive study of the disadvantaged and to increase the effectiveness of teachers of culturally disadvantaged youth, primarily in the area of occupational training. Scholars in the fields of sociology and psychology served as consultants. The first week of the workshop was oriented toward understanding the life styles of the disadvantaged with an examination of such factors as relevant socio-cultural concepts, the culture of poverty, minority group relations, and strategies and alternatives for solving the problems of the disadvantaged. During the second week an attempt was made to translate

insight gained during the first week into teaching goals and techniques. Consultants provided opportunities for participants to explore some introductory strategies of implementation involved in teaching the disadvantaged, to set forth basic concepts relative to differential perception, to develop a motivational system for more effective instruction, and to recognize the influence of emotions and prejudicial attitudes in understanding and teaching the disadvantaged. The workshop seems ultimately to have not only made a contribution to knowledge ut to the belief that there is worth in every individual. A bibliography is included. (HC)

ED023251 40 EC003245

A TAXONOMY OF TEACHER-DEFINED PROBLEMS IN THE EDUCATION OF MENTALLY RETARDED CHILDREN. FINAL REPORT.

Cook, John J.; Miller, Donald M.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Handicapped Children.; Wisconsin Univ., Madison. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-6-8608

Grant-OEG-3-6-068608-1560

Pub Date May 67 Note-76p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Adjustment Problems/ Administrative Problems/ Behavior Problems/ Classification/ Discipline Problems/ Educational Problems/ Educational Strategies/ Emotional Problems/ *Exceptional Child Research/ Interpersonal Problems/ *Mentally Handicapped/ Problems/ Problem Solving/ Social Problems/ Student Problems/ Taxonomy/ Teachers

A taxonomy of problems in the environment or evident in student behaviors which impede providing the necessary conditions for pupils to learn was developed by teachers of the educable mentally retarded (EMR) in Wisconsin. Of the teachers, 67% or 487 responded to a request to specify five problems along with their causes and successful and unsuccessful strategies evolved to cope with them. Problem definitions obtained numbered 1,172; a 10% random sample of 117 problems was sorted and categorized by 85 special education teachers and graduate students. First order categorized revealed 30 latent categories, and second order clustering reduced the number to 16: aggressive disrupting behavior (18%), deficits in instructional programing (17%), motivation of pupils (14%), inappropriate affective reactions (7%), hyperactivity and nervousness (7%), reactions to failure (6%), negative home environment (6%), poor personal hygiene (4%), pupil dissatisfaction with being in special classes (4%), perceptual inadequacies (2.5%), truancy (2.5%), emerging sex interests (2.5%), lack of teacher-pupil communication (2.5%), asocial behavior in multiply handicapped (2.5%), overdependency (2.5%), and overimaginative and distorted accounts (2%). Experienced sorters generated significantly more categories and made greater differentiation of the first order categories on the second order grouping. (SW)

ED024158# EC001022

ADMINISTERING CLASSES FOR THE RETARDED: WHAT KINDS OF SUPERVISORS ARE NEEDED?

Baumgartner, Bernice B.; Lynch, Katherine D.

Pub Date 67 Note-192p.
Available from-The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($3.95).
Document Not Available from EDRS.
Descriptors-*Administration/ Administrative Personnel/ Community Planning/ Community Programs/ Curriculum Development/ *Exceptional Child Education/ Identification/ Inservice Teacher Education/ Instructional Materials/ *Mentally Handicapped/ Parent Education/ Physical Facilities/ Principals/ Special Classes/ Special Programs/ Supervisors/ Teachers/ Teacher Selection/ Vocational Counseling
Written chiefly for a wide variety of specialists who have responsibility for special educational provisions for mentally retarded pupils, the book also is intended for general school and special education administration courses. Each chapter starts with a set of guiding principles, followed by expanded examples, and concludes with a summary which highlights the substance of the chapter. The topics which are explored include a program design for continuity; identification and characteristics of the mentally retarded; the teacher as basis for an effective curriculum; the role of the principal and of the special education supervisor; the school environment, including the physical plant, supplies, and equipment; inservice education for teachers; parent education; vocational counseling; and community planning, programs, and projects. Listings are provided of 120 references, 19 films (with annotations), and 12 publishers' books for elementary and secondary classes. Appendixes present cumulative records, special forms for administrators' use, and special teacher prepared materials. (DF)

ED028109 SP002210
THE PEOPLE WHO SERVE EDUCATION.
Howe, Harold, II
Office of Education (DHEW), Washington, D.C.
Pub Date Dec 68 Note-34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Annual Reports/ College School Cooperation/ Disadvantaged Youth/ Early Childhood Education/ *Education/ *Educational Trends/ *Federal Legislation/ Handicapped Children/ Higher Education/ *Manpower Development/ Professional Training/ *School Personnel/ Staff Utilization/ Teacher Certification/ Vocational Counseling/ Vocational Development/ Vocational Education
Identifiers-*Education Professions Development Act/ EPDA/ Teacher Corps
Half of this report is an overview of national issues and trends expected to affect the future complexion of education programs, particularly those related to staffing problems in eight areas: early childhood education, new emphasis in elementary and secondary education, teaching the children of the poor, teaching handicapped children, vocational education, student counseling, school administration, and higher education. The sceond half of the report focuses on the federal interest in education manpower needs through the Education Professions Development Act (EPDA). It contains sections discussing the diversity of teacher functions, differentiated staffing, the Teacher Corps, school-university partnerships, and teacher certification. Included also are brief descriptions of each of the priorities set by the Office of Education for the allocation of

EDPA funds in fiscal 1970: training teacher trainers, career opportunities program, teachers of basic subjects, leadership development in education, early childhood personnel, teachers for the handicapped, vocational and technical education personnel, teacher improvement through curriculum development, strengthening school administration, support personnel, and more effective school personnel utilization. (JS)

ED029089 VT007184

CROSS-CULTURAL VALUES IN OFFICE EDUCATION WITH EMPHASIS ON IN-SERVICE TEACHER EDUCATION. REPORT OF A REGIONAL INSTITUTE.

Winnett, William L.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.; San Francisco State Coll., Calif. Dept. of Business Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Sep 68 Note-69p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Bibliographies/ *Conference Reports/ *Cross Cultural Training/ Disadvantaged Youth/ *Inservice Teacher Education/ Instructional Materials/ *Office Occupations Education/ *Summer Institutes

Twenty persons, selected according to experience, responsibilities, and interests in occupational education for disadvantaged youth, and representing several states, educational areas, and most ethnic groups participated in the institute. The three types of materials developed were: sensitivity units, instructional units, and titles for additional sensitivity units. Materials for use by inservice office teachers in 15 different units are presented according to description, purpose, procedures, and follow-up. Sample topics are: (1) Studying Student Perceptions of Personal Traits Desirable for Office Workers, (2) Improving Communication Between Teacher and Students, (3) Predicting Student Reactions to Inter-Personal Situations of Young People, (4) Using Community Agencies to Help Raise the Aspirations of Disadvantaged Youth, (5) Converting the Unique Vocabulary of Disadvantaged Students, and (6) Helping Disadvantaged Students Learn to Participate in Office-Related Social Functions. A bibliography of books, journals, and pamphlets are included in the document. (FP)

ED037540 VT010163

ANNUAL NATIONAL VOCATIONAL-TECHNICAL TEACHER EDUCATION SEMINAR PROCEEDINGS, TEACHING DISADVANTAGED YOUTH (THIRD, MIAMI BEACH, FLA., OCT. 20-23, 1969). FINAL REPORT. LEADERSHIP SERIES NO. 24.

Ferguson, Edward T., Ed.; Bice, Gary R., Ed.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-7-0158

Grant-OEG-3-7-000158-2037

Pub Date Jun 69 Note-128p.

Available from-The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.50)

EDRS Price MF-$0.65 HC-$6.58

Descriptors-*Conference Reports/ *Culturally Disadvantaged/ Systems Approach/ *Teacher Education/ Urban Education/ *Vocational Education Teachers

Identifiers-Ohio State University

One of two volumes of the report of a seminar attended by 232 vocational-technical leaders from 37 states and the District of Columbia, this document covers the general sessions and the sub-seminar on teaching disadvantaged youth. General session presentations on teacher education by Martin W. Essex, Virgil S. Lagomarcino, and William G. Loomis are included. Sub-seminar presentations included are: (1) "Social Dynamics of the Ghetto" by Kenneth B. Clark, (2) "Understanding Youth from the Ghetto--A Systems Approach to Training and Development" by Don K. Harrison, (3) "What Makes an Effective Vocational Education Teacher in an Inner-City School--A Teacher's Point of View" by Augusta S. Hatton, (4) "What Makes an Effective Vocational Education Teacher in an Inner City School--A Supervisor's Point of View" by Benjamin Whitten, and (5) "Teacher Preparation for Inner-City Schools" by Sam P. Wiggins. A report of conference proceedings concerning micro-teaching and video recording is available as VT 010 226. (JK)

ED040529 40 EC005768

AN EXPLORATORY STUDY OF THE RELATIONSHIP BETWEEN THE TRAINING, EXPERIENCE, AND SELECTED PERSONALITY CHARACTERISTICS OF TEACHERS AND THE PROGRESS OF TRAINABLE MENTALLY HANDICAPPED CHILDREN. FINAL REPORT.

Semmel, Melvyn I.; And Others

Wayne County Intermediate School District, Detroit, Mich.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No.-BR-5-1051

Grant-OEG-5-10-022

Pub Date Jun 69 Note-665p.

EDRS Price MF-$0.65 HC-$23.03

Descriptors-*Exceptional Child Research/ Individual Characteristics/ *Mentally Handicapped/ Social Development/ *Student Development/ Student Evaluation/ Student Teacher Relationship/ *Teacher Attitudes/ *Teacher Characteristics/ Teachers/ Trainable Mentally Handicapped

Data were obtained from surveying and testing 86 teachers and 979 trainable mentally handicapped (TMH) children. Results indicated that most teachers were married and had college degrees, but had only limited experience and no relationship outside the classroom with retarded children. Over a fourth were not certified. Most preferred to teach preschool or elementary, were disturbed by behavior problems and lack of pupil response, and viewed patience, calmness, and a sense of humor as greatest teacher assets. They emphasized the development of social skills abilities in their pupils and regarded the goals of social skills and emotional maturity as the best liked characteristics of their pupils. Most pupils in the 40 to 49 IQ range were judged capable of intelligible speech; mongoloids outnumbered brain injured children; most pupils had been in the county programs for 2 years or less. Over half the pupils had no retarded siblings; most came from blue collar families with the mother at home. Statistical analysis indicated that the vast majority of teacher variables were unrelated to pupil growth as measured by the Cain Levine Social Competency Scale. Six related studies are included. (JD)

ED050851 32 RC005279
AN ASSESSMENT OF NEEDS RELATED TO THE EDUCATION OF MIGRANT CHILDREN IN THE STATE OF WASHINGTON.
Krebs, Robert E.; Stevens, Gail A.
Center for the Study of Migrant and Indian Education, Toppenish, Wash.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date Feb 71 Note-64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Attendance/ Curriculum/ *Educational Needs/ Education Vouchers/ Federal Programs/ *Innovation/ *Migrants/ Minority Groups/ Parent Role/ Performance Contracts/ Poverty Programs/ *Program Development/ Schools/ Socioeconomic Status/ *State Programs/ Teachers
Identifiers-*Washington State
The purpose of the study, as stated, was to identify and arrange educational needs of migrant children and make recommendations for programs with the objective of improving and equalizing educational opportunities for children of migrant families in the State of Washington. The assessment was based on lay people and educators incorporating the thoughts of people of all ages to generate the guidelines for the Center for the Study of Migrant and Indian Education staff in the development of future programs. In addition to the discussion related to the problems of the migrant child, recommendations are made for provision of compensatory programs, training programs for bilingual paraprofessionals, "alternative" educational programs, mobile facilities, performance contracting, and use of the educational voucher. A partial listing of migrant centers and service organizations in the United States is appended. (EL)

ED057181 VT012965
WHAT SCHOOL ADMINISTRATORS SHOULD KNOW ABOUT VOCATIONAL EDUCATION FOR DISADVANTAGED YOUTH IN RURAL AREAS.
Robinson, Oliver W.; Schmitt, Henry E.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-Inf-Ser-39
Pub Date Jun 71 Note-24p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0774, $.30)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Administrative Organization/ *Administrator Role/ Curriculum Development/ Differentiated Staffs/ *Disadvantaged Youth/ Educational Needs/ Employment Opportunities/ Manpower Development/ Program Administration/ *Program Development/ Program Improvement/ Program Planning/ *Rural Youth/ School Community Cooperation/ Staff Utilization/ *Vocational Education
The basic problem facing school administrators, supportive staff personnel, and school boards is how to successfully implement vocational programs for rural disadvantaged youth. Thus, this document was designed to help school administrators review the key administrative concepts relative to this type of vocational education program. The compact nature of the review should provide a ready reference for the practitioner seeking to develop and improve programs in his school and community. Special attention is devoted to (1)

Historical Development of Programs, (2) Exemplary Programs and Procedures, (3) School Organization Patterns, (4) Labor, Industry, and School Cooperative Efforts, (5) Developing Professional Personnel, (6) Determining Program Offerings, and (7) Developing, Adapting, and Revising Instructional Resources. The strengths and weaknesses of these programs are also examined. (Author/JS)

ED058390 VT013374
REVIEW AND SYNTHESIS OF RESEARCH ON VOCATIONAL AND TECHNICAL EDUCATION FOR THE RURAL DISADVANTAGED.
Oaklief, Charles
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-Inf-Ser-44
Pub Date Aug 71 Note-49p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0802; Cat. No. HE5.2:R88, $.40)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-bibliographic Citations/ *Disadvantaged Groups/ Educational Disadvantagement/ *Educationally Disadvantaged/ Educational Programs/ *Literature Reviews/ Research Reviews (Publications)/ *Rural Areas/ Rural Education/ Rural Population/ Technical Education/ *Vocational Education
Legislation and social concern have given new focus and special emphasis to meeting the special needs of the disadvantaged segment of the population. Much recent research has also been concerned with this important priority topic. Intended to be an authoritative analysis of the literature in the field, this "state of the art" paper should assist in identifying substantive problems and methodological approaches for researchers interested in the solution of rural problems, and provide practitioners with a summary of research findings that have application to educational programs in rural areas. This publication reviews the educational disadvantagement of rural people as influenced by socioeconomic and other factors with reference to the accomplishments of vocational and technical education. The review covers pre-vocational to adult and continuing education for the rural disadvantaged. The research information reviewed was gathered primarily through the ERIC system, Dissertation Abstracts, and the library at the Center. (Author/GB)

ED058391 VT013761
REVIEW AND SYNTHESIS OF RESEARCH ON VOCATIONAL EDUCATION FOR THE URBAN DISADVANTAGED.
Lockette, Rutherford E.; Davenport, Lawrence F.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No.-Inf-Ser-50
Pub Date Nov 71 Note-53p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Disadvantaged Groups/ Educational Needs/ *Educational Programs/ Individual Characteristics/ Program Development/ Program Evaluation/ Research Needs/ *Research Reviews (Publications)/ *Urban Environment/ *Vocational Education

Researchers and practitioners should find this publication useful in identifying substantive problems, methodological approaches, and research findings applicable to education programs for the disadvantaged. Major sections of the document include: (1) Historical Perspective of Vocational Education For the Disadvantaged, (2) Rationale For and Characteristics of the Disadvantaged, (3) Research on Vocational Education Programs for the Disadvantaged, (4) Evaluation and Discussion of the Research Effort Related to the Disadvantaged, and (5) Important Considerations in Developing and Operating Vocational Education Programs for the Disadvantaged. It was noted that there is a critical lack of research relating vocational education to the disadvantaged. (JS)

ED059350 VT013053

WHAT SCHOOL ADMINISTRATORS SHOULD KNOW ABOUT VOCATIONAL EDUCATION FOR DISADVANTAGED YOUTH IN URBAN AREAS.

Boss, Richard

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-Inf-Ser-41

Pub Date Jul 71 Note-29p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0794, $.35)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Administrator Guides/ *Disadvantaged Youth/ Educational Needs/ *Educational Programs/ Guidance Counseling/ Personnel Selection / Program Administration/ Program Design/ *Urban Schools/ *Vocational Education

The job of the school administrator is to provide meaningful and effective occupational education programs to help the disadvantaged segment of our population become useful, productive, and self-sufficient. This guide describes the special problems of the disadvantaged and the administrative procedures required in programs for the disadvantaged. Existing programs are described to illustrate exemplary practices and procedures for program design, development, and administration. The special problems of guidance counseling, financial assistance, residential support, and health services are considered. Staff selection and training are discussed in depth, with a critical analysis of the role of paraprofessionals and volunteers in a program for the disadvantaged. Related documents are available as VT 013 761 (RIE, April 1972), and VT 013 543 in this issue. (BH)

ED059351 VT013543

WHAT VOCATIONAL EDUCATION TEACHERS AND COUNSELORS SHOULD KNOW ABOUT URBAN DISADVANTAGED YOUTH.

Peck, Vincent

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-Inf-Ser-46

Pub Date Oct 71 Note-47p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0848, $.35)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Bibliographies/ *Counselor Role/ Curriculum Development/ *Disadvantaged Youth/ Educational Needs/ *Guidelines/ Student Needs/ Student Placement/ Teacher Characteristics/ *Teacher Role/ Teaching Techniques/ Urban Youth/ *Vocational Education

This publication is designed to serve teachers and counselors interested in reviewing the key concepts relative to working with disadvantaged youth in urban areas. The compact nature of the review and its organization into guideline format should provide a ready reference for the practitioner seeking to improve his instruction. Major sections of the document include: (1) Characteristics of Urban Disadvantaged Youth and Their Environment, (2) Guidance and Counseling, (3) Curriculum Design and Content, (4) Teaching Techniques, (5) Teacher Characteristics, and (6) Placement of Students. (Author/BH)

ED063477 VT015438

INSERVICE RE-TRAINING OF VOCATIONAL EDUCATION PERSONNEL TO AMPLIFY AND ENHANCE THEIR ROLE IN WORKING WITH DISADVANTAGED AND HANDICAPPED LEARNERS. A TEACHER TRAINING PROGRAM FOR VOCATIONAL EDUCATION TEACHERS AND SUPERVISORS. FINAL REPORT.

Dawson, James I.

Alabama Agricultural and Mechanical Univ., Huntsville.; Auburn Univ., Ala.

Spons Agency-Alabama State Dept. of Education, Montgomery. Home Economics Service.; Office of Education (DHEW), Washington, D.C.

Grant-OEG-0-70-1956(725)

Pub Date Jul 71 Note-207p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors-Conference Reports/ *Disadvantaged Youth/ Followup Studies/ *Handicapped Students/ *Inservice Teacher Education/ *Institutes (Training Programs)/ Teaching Methods/ Teaching Techniques / *Vocational Education Teachers/ Workshops

Thirty vocational education teachers and supervisors who taught disadvantaged and/or handicapped students attended a 3-week inservice institute designed to: (1) provide them with the expertise to better understand the various problems of the disadvantaged and handicapped, and (2) provide training and self-exploratory experiences. Institute activities consisted of small group discussions and presentations by teaching consultants on such topics as factors contributing to low academic achievement, sociological influences on the disadvantaged, motivating disadvantaged students, and social aspects of the handicapped. Evaluation of the institute was accomplished by a rating scale and by three pre- and post-test instruments which assessed participants' perception of their knowledge, their attitudes, and their cognitions regarding teaching the disadvantaged. During the 9 months following the institue, each participant was visited twice by institute personnel who provided further aid, observed the extent to which teachers were utilizing methods and techniques learned, and determined the effectiveness of the methods. Two 1-day workshops were held to discuss the results of the teaching methods and provide additional information. (SB)

ED068624 08 VT015919
A MODEL FOR A COMPREHENSIVE STATE PERSONNEL DEVELOPMENT SYSTEM IN VOCATIONAL EDUCATION. FINAL REPORT.
Schaefer, Carl J.; Ward, Darrell L.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.-BR-7-0158
Grant-OEG-3-7-000158-2037
Pub Date Jul 72 Note-48p.; Leadership Training Series 37; Presentation of a staff paper of the 1971 National Leadership Development Seminar for State Directors of Vocational Education
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Educational Accountability/ Leadership Training/ *Manpower Development/ *Models/ *Personnel/ *State Programs/ *Vocational Education
Identifiers-*Personnel Development
The importance of state planning for comprehensive personnel development prompted this topic to be used as the theme for the 1971 State Directors' Leadership Development Seminar. Following the Seminar, a committee drew together the concepts presented plus additional information for inclusion in this publication. More efficient and effective development of vocational personnel is needed in order to meet the demands of schools throughout the nation. This includes personnel for the functional roles, for differentiated responsibilities, and those employed in all phases of education. Seven components included in the delivery system of such a program are: (1) mission and goals, (2) needs assessment, (3) priority determination and resource, (4) program design and operation, (5) student/employee recruitment, (6) program assessment, and (7) roles, relationships and responsibilities. Sequential steps that might be used in the design of a master plan are presented along with conclusions and recommendations. (GEL)

ED068625 08 VT016133
OPERATION RESOURCE FOR TEACHER EDUCATORS AND OTHER EDUCATIONAL PERSONNEL CONCERNED WITH TEACHING THE DISADVANTAGED LEARNER. FINAL REPORT.
Gorman, Anna M.; And Others
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.-BR-8-0158
Grant-OEG-3-7-000158-2037
Pub Date Jul 72 Note-240p.; Research and Development Series 75
EDRS Price MF-$0.65 HC-$9.87
Descriptors-*Abstracts/ Culturally Disadvantaged/ *Disadvantaged Youth/ Educational Research/ Indexes (Locaters)/ *Inservice Teacher Education/ Program Development/ *Resource Materials/ *Vocational Education/ Vocational Education Teachers

This resource manual contains 424 resumes of available literature which will assist: (1) teacher-educators who are preparing teachers to work with disadvantaged learners, (2) state and local supervisors who are working to improve the effectiveness of local education agency personnel, and (3) teachers as they strive to improve their programs. The resumes are classified into two basic categories of information, one relevant to educating the disadvantaged learner and the other pertinent to inservice education. To assist in utilizing the resource manual, three tables were developed. One table contains a procedural order for organizing an inservice education program including the people involved, and the remaining two tables index the categories of disadvantaged learner and inservice education with specific resumes as identified by page number, resource manual number, and ERIC document number. The resumes contain personal and institutional authors, title, journal source or publisher, pagination, date of publication, sources of availability, descriptors and identifiers which characterize the contents of the document, and an abstract of the document. In addition to the resumes, the classification system is described, ordering instructions are included, and an institutional and personal author index is appended. (SB)

ED071225 EC050404

EDUCABLE MENTALLY RETARDED STUDENTS' PERCEPTIONS OF TEACHERS' NONVERBAL BEHAVIOR.

Ball, Howard G.

Pub Date 72 Note-211p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors-Caucasian Race/ *Educable Mentally Handicapped/ *Exceptional Child Research/ Junior High School Students/ Lower Class/ Mentally Handicapped/ Middle Class/ Negro Youth/ *Nonverbal Communication/ *Perception/ Racial Differences/ Racial Factors/ *Socioeconomic Influences/ Teachers

The study assessed the perceptions of 84 educable mentally retarded (EMR) junior high school students (black and white from lower and middle class socioeconomic status) regarding the nonverbal communicative behaviors of teachers. The C. M. Galloway Categories of Teachers' Nonverbal Behaviors were employed to determine how racial characteristics and socioeconomic class status might affect person perceptions. Data indicated that EMR Ss with higher social inferential skills did not view inhibiting (inattentive, unresponsive and disapproving) teacher behaviors any differently than did Ss with lower inferential skills. It was found that race was statistically significant to one dependent variable, enthusiastic support. Black Ss scored higher toward the black teacher-actor while white Ss scored higher on the white teacher-actor's performance. Lower class black and white Ss gave a higher score to the black teacher-actor within the helping category, while middle class black and white Ss rated the white teacher-actor higher. Lower class status blacks were found to be more tolerant to the unresponsive category than middle class blacks. The middle class black EMR Ss were most rejecting of all four groups (black-lower, white-lower, and white-middle) toward unresponsive teachers' nonverbal behavior. (GW)

ED083480 95 CE000578
VOCATIONAL EDUCATION FOR THE HANDICAPPED: A BIBLIOGRAPHY OF ERIC DOCUMENTS. BIBLIOGRAPHY SERIES NO. 20.
Schroeder, Paul E., Comp.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date Aug 73 Note-33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Ability/ *Annotated Bibliographies/ Bibliographies/ Career Education/ *Exceptional (Atypical)/ *Handicapped/ Handicapped Students/ Job Training/ Manpower Development/ Special Education Teachers/ *Vocational Education/ Vocational Education Teachers/ Vocational Retraining
The annotated bibliography was compiled to alert educators to literature discussing vocational education for the handicapped. Limited to documents cited in Research in Education (RIE), the bibliography consists of items which had Career Education, Job Training, Manpower Development, Vocational Education, or Vocational Retraining as one of there major descriptor terms, plus a second major term included in a 25-item list cited in the bibliography. Researchers found 85 documents met the basic coupling requirement, and from those, selected 37 as being most relevant to and representative of the types of literature discussing the topic. The bibliography is arranged according to dates of publication beginning with the latest publication. It is limited to documents published in 1970, 1971, and 1972. Each citation provides the same information as is provided by RIE. All documents lists are available in microfiche or hard copy form from the ERIC Document Reproduction Service. (AG)

ED084048 95 RC007419
DEVELOPING POSITIVE ATTITUDES AMONG OGDEN CITY SCHOOL DISTRICT PERSONNEL TOWARD MINORITIES.
Ulibarri, John E.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 73 Note-57p.; Specialist in Educational Administration Thesis, Utah State University, Logan, Utah
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Attitudes/ *Disadvantaged Youth/ Inservice Programs/ Literature Reviews/ *Minority Groups/ Negative Attitudes/ *School Personnel/ *Teacher Attitudes
Identifiers-Ogden City School District
Recent research has proven that teachers' attitudes can be directly related to a child's success or failure in school and that teacher training institutions have resisted providing experiences with disadvantaged minority students. This study was designed to test the following hypotheses: (1) the Title IV in-service training program will have no effect on the attitudes of classified participants; (2) the Title IV in-service training program will have no effect on the attitudes of professional participants; and (3) the Title IV in-service training program will have no effect on classified and professional attitudes as a whole. A sample of 129 employees in the Ogden City School District (4 administrators, 9 principals, 87 teachers, 8 teacher aides, 5 secretaries, 12 lunch workers, 2

maintenance personnel, 1 counselor, and 1 nurse) was taken. A pretest and posttest of the Short Form, Multifactor Racial Attitude Inventory were used. Data were analyzed by a "t" test for non-correlated measures. The in-service program consisted of 3 125-hour sessions conducted every 6 months between January 1972 and June 1973. Findings indicated that positive attitude modifications in school personnel can be developed through a Title IV in-service training program; however, classified participants as a group did not show significant change. (Author/NQ)

ED086815 CE000844
NATIONAL CURRICULUM DEVELOPMENT PROJECT FOR VOCATIONAL EDUCATORS OF DISADVANTAGED AND HANDICAPPED STUDENTS. FINAL REPORT.
Link Enterprises, Inc., Montgomery, Ala.
Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date .73. Note-47p.; For related documents, see CE 000 845-847; Report of a series of workshops planned and conducted by the Area Manpower Institutes for the Development of Staff (AMIDS), a network of training centers sponsored by USOE
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Career Education/ Curriculum Development/ Curriculum Planning/ Disadvantaged Youth/ *Handicapped Students/ *Inservice Teacher Education/ Institutes (Training Programs)/ Instructional Materials/ *Teacher Workshops/ *Vocational Education/ *Vocational Education Teachers
The goal of the project was to train a nucleus of vocational educators in curriculum preparation and modification of instructional material to enable disadvantaged and handicapped students to achieve success in career preparation programs. Over 1200 vocational educators across the country participated in one-week workshops designed to achieve the project goal with the hope that this "nucleus" would train and assist colleagues in developing relevant, performance-based curriculum and learning materials. The Project was unique in these aspects: it was a united, concerted teacher-training and development effort conducted on a national scale; it was planned specifically for in-service training of teachers of disadvantaged and/or handicapped vocational students; it accomplished more than expected at less than anticipated cost; and, the training was conducted by personnel who were not faculty members of traditional teacher-training institutions. The Final Report describes pre-workshop planning and decisions, workshop activities with daily guides, followup activities, and "spin-off" activities. (SC)

ED086816 CE000845
THE AMIDS IN-SERVICE TRAINING WORKSHOP FOR VOCATIONAL EDUCATORS OF DISADVANTAGED AND HANDICAPPED STUDENTS; HOW TO PLAN-CONDUCT-EVALUATE.
Link Enterprises, Inc., Montgomery, Ala.
Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date .73. Note-39p.; For related documents, see CE 000 844, 846, and 847; Product of a series of workshops conducted by the national network of Area Manpower Institutes for the Development of Staff (AMIDS)

EDRS Price MF-$0.65 HC-$3.29
Descriptors-Administrator Guides/ Disadvantaged Youth/ Evaluation/ *Guides/ *Handicapped Students/ *Inservice Teacher Education/ Leaders Guides/ Planning/ *Teacher Workshops/ *Vocational Education Teachers
The manual was designed to serve as a reference guide for in-service training of teachers, counselors, administrators, and other personnel who are involved in planning and implementing special vocational education programs for disadvantaged or handicapped students. It is part of a complete teacher training program to be used with supplementary instructional materials and filmstrips. There is a need for in-service training since teaching is not a static profession. In planning a workshop, it is necessary to determine its goals, state its objectives in clearly defined terms, obtain agreement from the participants on the objectives, contact workshop participants to gather personal data, and selected the learning activities. Planners should also select and develop workshop materials, organize the staff, check facilities, and make all necessary arrangements for smooth functioning. Planning may be shared with the instructional staff to benefit from different points of view. A variety of activities (films, "hands-on" laboratories, etc.) will maintain a high level of interest. Participants should be welcomed in some way upon their arrival and provisions made for introducing members of the workshop to each other. A printed program is essential for announcing groupings and optional activities. Evaluation should take place during and after the workshop. (AG)

ED086817 CE000846
THE AMIDS IN-SERVICE TEACHER TRAINING WORKSHOP FOR VOCATIONAL EDUCATORS OF DISADVANTAGED AND HANDICAPPED STUDENTS: SUPPLEMENTARY MATERIALS--PART A.
Link Enterprises, Inc., Montgomery, Ala.
Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date .73. Note-36p.; For related documents, see CE 000 844, 845, and 847; Product of a series of workshops conducted by the national network of Area Manpower Institutes for the Development of Staff (AMIDS)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Career Education/ Curriculum Development/ Curriculum Planning/ *Disadvantaged Youth/ Filmstrips/ *Handicapped Students/ *Inservice Teacher Education/ *Scripts/ Teacher Workshops/ Vocational Education/ *Vocational Education Teachers
The document is one of two containing scripts meant to be used with filmstrips as part of in-service teacher training workshops arising from the National Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students. The scripts are for filmstrips entitled "Career Education for the Disadvantaged or Handicapped Students" (explaining the concept of career education), "The Competency-Based Vocational Curriculum for Disadvantaged or Handicapped Students" (explaining curriculum objectives), and "Planning Vocational Education for Disadvantaged or Handicapped Students, Parts One and Two" (outlining an eight-step planning process). Each filmstrip is an instructional module which can be used separately or in conjunction with the others. Scripts may be edited and activities tailored to suit local needs. Notes to the conference leader and selected discussion questions are included. (AG)

ED086818 CE000847
THE AMIDS IN-SERVICE TEACHER TRAINING WORKSHOP FOR VOCATIONAL EDUCATORS OF DISADVANTAGED AND HANDICAPPED STUDENTS; SUPPLEMENTARY MATERIALS - PART B.
Link Enterprises, Inc., Montgomery, Ala.
Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date .73. Note-48p.; For related documents, see CE 000 844, 845, and 846; Product of a series of workshops conducted by the national network of Area Manpower Institutes for the Development of Staff (AMIDS)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Disadvantaged Youth/ Filmstrips/ *Handicapped Students/ Individualized Instruction/ *Inservice Teacher Education/ Instructional Media/ Media Selection/ *Scripts/ Student Attitudes/ Teacher Workshops/ Vocational Education/ *Vocational Education Teachers
Identifiers-Learning Packages
The document is one of two containing scripts meant to be used with filmstrips as part of in-service teacher training workshops arising from the National Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students. The scripts are for filmstrips entitled "Individualizing Instruction for Disadvantaged or Handicapped Students" (parts of a learning package are explained), "Instructional Media for the Disadvantaged or Handicapped Student" (defining the term and establishing guidelines for media selection), "Understanding the Attitudes of the Disadvantaged or Handicapped Student" (a Discussion of attitude types and causes), and "Vocational Education for the Disadvantaged or Handicapped Student: Innovative Practices" (an explanation of inward and outward viewpoints). Each filmstrip is an instructional module which can be used separately or in conjunction with the others. Scripts may be edited to suit local needs. (AG)

ED089452 EA006039
A SUPERVISORY PROGRAM FOR STAFF DEVELOPMENT. A PRACTICUM REPORT.
Dunn, Charles L.
Pub Date Oct 73 Note-99p.; Practicum report submitted in partial fulfillment of the National Ed.D. Program for Educational Leaders, Nova University
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors-*Developmental Programs/ Doctoral Theses/ Economically Disadvantaged/ Economic Disadvantagement/ Educationally Disadvantaged/ Educational Research/ Elementary Schools/ Ethnic Distribution/ Improvement Programs/ Individual Differences/ *Individual Needs/ Instructional Improvement/ Paraprofessional School Personnel/ *Racial Balance/ *Staff Improvement/ *Supervisory Activities/ Teachers
The author reports on a program designed to improve the skills of staff members in recognizing, and adapting instructions to, the varied learning styles, abilities, and affective needs of pupils in an ethnically unbalanced "pocket of poverty" elementary school. The staff included paraprofessionals and teachers of reading, mathematics, social studies, language arts, and science. Negative factors at the start of the project included tendencies of the teachers to use the

lecture approach, neglect of audiovisual and library resources, pervasive job dissatisfaction, and inadequate supervision. Planning workshops with the entire staff, and to which parents were invited, resulted in a program that used trainer consultants, intervisitations, and peer evaluation of classroom demonstrations along with increased utilization of school-community resources. The outcome of the program was increased participatory learning among teachers, more effective use of materials and resources, more effective provisions for dealing with diverse learning styles, and better use of preparation periods. The author concludes that the impact of the project was evident throughout the entire school program and that the program warrants implementation in other schools. (Author)

ED089901 RC007803
RACIAL/ETHNIC DISTRIBUTION OF PUBLIC SCHOOL STUDENTS AND STAFF IN NEW YORK STATE, 1972-73.
New York State Education Dept., Albany.
Pub Date 73 Note-95p.; Related document is ED082891
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors-American Indians/ Demography/ *Ethnic Distribution/ Ethnic Groups/ Instructional Staff/ Minority Groups/ *Negro Students/ Population Distribution/ *Public Schools/ Racial Composition/ *Racial Distribution/ School Districts/ School Personnel/ Spanish Americans/ *Spanish Speaking/ State Schools/ Tables (Data)
Identifiers-*New York
The collection of racial/ethnic data on the school population of New York State was initiated in 1961 with a census of public elementary schools. Since 1966 such information has been collected annually from all public elementary and secondary schools and is now a part of the Department's Basic Educational Data System. The information is used within the Education Department to provide a longitudinal record of school integration throughout the State. The report data are presented in 8 tables. Table 1 gives the 1972-73 racial/ethnic distribution of public school students for the State's 6 largest school districts--Albany, Buffalo, New York, Rochester, Syracuse, and Yonkers. Table 2 details the 1972-73 distribution of black and Spanish surnamed students by location. In Table 3, a percent distribution is given for public school students, by racial/ethnic origin, for 1968-69 through 1972-73. Table 4 shows the number of schools and the number and percent of minority students--black and Spanish surnamed--in schools of differing racial composition. The number of schools and the number and percent of black students in schools of differing racial composition are shown in Table 5. Table 6 presents data similar to that of Table 5 for Spanish surnamed students. Table 7 shows the distribution of public school professional staff by racial/ethnic origin. Table 8 gives a percent distribution of public school professional staff by racial/ethnic origin for 1968-69 through 1972-73. Appendix A distributes students racial/ethnic origin for each school district. Appendix B does likewise for the professional staff. (FF)

Journal Articles

EJ000791 EC500008
THE PERCEIVED PRESTIGE OF NORMAL AND SPECIAL EDUCATION TEACHERS
Sharples, Derek; Thomas, David J Except Children; 35; 6; 473-9 69 Feb
Descriptors-*Exceptional Child Research/ Handicapped Children/ Public School Teachers/ Public Schools/ Special Education Teachers/ Special Schools/ *Status/ *Teacher Attitudes/ *Teachers
Identifiers-England

EJ002484 AA500939
IMPLICATIONS OF SEVERE VISUAL HANDICAPS FOR SCHOOL PERSONNEL
Bommarito, James W. Teachers Coll Rec; 70; 6; 523-534 69 Mar
Descriptors-*Blind Children/ Exceptional (Atypical)/ *Exceptional Child Education/ Handicapped Children/ Multiply Handicapped/ *Partially Sighted/ School Personnel/ *Special Education/ *Visually Handicapped

EJ007600 AA503009
A COMPARISON OF ATTITUDES OF FOUR OCCUPATIONAL GROUPS TOWARD EDUCATION AND TOWARD PHYSICALLY DISABLED PERSONS IN JAPAN
Jordan, John E.; Cessna, William C. J Soc Psychol; 78; 283-284 69 Aug
Descriptors-*Attitudes/ Blue Collar Occupations/ Comparative Analysis/ *Cross Cultural Studies/ *Educational Attitudes/ Managerial Occupations/ *Physically Handicapped/ Special Education Teachers/ Teachers

EJ016557 UD500383
THE WHITE PROFESSIONAL EDUCATORS AND THE BLACK GHETTO SCHOOLS
Record, Wilson J Negro Educ; 39; 1; 44-49 70 W
Descriptors-*Disadvantaged Youth/ Minority Groups/ Negro Education/ Negro Students/ *Negro Youth/ *Professional Personnel/ Race Relations/ Social Change/ *Teachers/ *Urban Schools
Revised keynote address, Institute on Minority Groups in Urban Society, Montgomery County (Maryland) Public Schools, August 5-9, 1968. (JM)

EJ018548 VT501344
ORGANIZING SHOP PROGRAMS FOR THE HANDICAPPED: A SUPERVISOR'S APPRAISAL AND A TEACHER'S EXPERIENCE
Haug, Eugene F.; Rifkin, Louis Amer Vocat J; 45; 4; 37-40 70 Apr
Descriptors-*Handicapped Students/ Job Skills/ Job Training/ *School Shops/ Shop Curriculum/ *Vocational Education/ *Vocational Education Teachers

A supervisor's and a teacher's views on the priorities of skill training for the handicapped. Basic concepts as guideposts for organizing shop programs as a part of a school system, and the role of the teacher are discussed. (SB)

EJ022957 CG501583
EMPLOYABILITY OF HANDICAPPED INDIVIDUALS IN THE TEACHING PROFESSIONS: CONSIDERATIONS FOR REHABILITATION COUNSELING
Ayer, M. Jane Rehabil Counseling Bull; 13; 4; 364-373 Jun '70
Descriptors-*Administrative Personnel/ Emotionally Disturbed/ *Handicapped/ Physically Handicapped/ Rehabilitation Counseling/ Teachers/ *Teaching
A short review of previous studies is followed by a survey asking for administrators' reactions to employing disabled persons. Findings were: (1) younger administrators were more receptive than older ones; (2) the more disabling the condition, the less acceptable the individual; and (3) individuals with clear indication of cure for emotional problems were more favorably considered. (Author/RK)

EJ040824 CG503141
DEFINITIONS OF DISABILITY AS DETERMINANTS OF SCORES ON THE ATTITUDE TOWARD DISABLED PERSONS SCALE
Smits, Stanley J.; And Others Rehabilitation Counseling Bulletin; 14; 4; 227-235 Jun 71
Descriptors-*Attitude Tests/ *Attitudes/ College Students/ Discriminatory Attitudes (Social)/ Perception/ *Physically Handicapped / Teachers
The intent of the study was to determine whether persons differing in selected dimensions, e.g., age and educational level, perceive disabilities with similar attitudes. Results indicated that teachers and college students differed significantly regarding areas of exceptionality which should be considered as disabilities. (Author)

EJ044296 CG503435
TEACHING: A VOCATION FOR THE HANDICAPPED?
Collier, Boy N., Jr. Vocational Guidance Quarterly; 20; 1; 48-51 Sep 71
Descriptors-*Employment Opportunities/ *Handicapped/ Rehabilitation/ *Teachers/ *Teaching/ Vocational Development/ *Vocational Rehabilitation
The results of this inquiry indicate that the presence of a visual or auditory deficit does not prevent entry into the teaching profession. (Author)

EJ059796 CG504629
USING CONFRONTATION GROUPS TO LESSEN COMMUNITY RACIAL TENSION: THE SPECIAL PROBLEM WITH TEACHERS
Kranz, Peter L. California Personnel and Guidance Association Journal; 4; 3; 104-107 Spr 72
Descriptors-*Inservice Education/ *Interpersonal Relationship/ Minority Groups/ *Racial Attitudes/ *Racism/ Teacher Workshops/ *Teachers

The author concludes that if an inservice training program of racial confrontation was instituted, a first step would be made toward eliminating racial ignorance. (Author)

EJ063393 EC042882
THE BLIND TEACHER, CREATIVITY, AND THE MULTI-SENSORY CLASSROOM
Berger, Gertrude New Outlook for the Blind; 66; 7; 230-2 Sep 72
Descriptors-Creative Development/ *Creativity/ *Exceptional Child Education/ Handicapped/ *Multisensory Learning/ *Teachers/ *Visually Handicapped

EJ073154 EC051019
TEACHER PERCEPTION OF EXCEPTIONAL CHILDREN
Panda, Kailas C.; Bartel, Nettie R. Journal of Special Education; 6; 3; 261-6 F 72
Descriptors-*Exceptional Child Research/ Expectation/ *Handicapped Children/ Rating Scales/ *Special Education Teachers/ Teacher Attitudes/ *Teachers
Compared were the positive or negative perceptions of 10 exceptionalities in children by 20 regular teachers and 20 special education teachers. (DB)

EJ074703 EC051168
THE BLIND TEACHER IN THE EDUCATIONAL JOB MARKET
McGreal, Thomas L.; Wiseman, Dennis New Outlook for the Blind; 67; 2; 80-3 Feb 73
Descriptors-*Blind/ *Employment Opportunities/ *Exceptional Child Education/ Guidelines/ Handicapped/ Interviews/ *Job Placement/ *Teachers/ Visually Handicapped

EJ076292 EC051194
MODEL FOR PREPARING REGULAR CLASSROOM TEACHERS FOR "MAINSTREAMING"
Yates, James R. Exceptional Children; 39; 6; 471-2 Mar 73
Descriptors-*Exceptional Child Research/ *Handicapped Children/ *Inservice Teacher Education/ *Regular Class Placement/ *Teachers

EJ079480 TM500946
TEACHERS' EXPECTATIONS AND PUPIL PERFORMANCE
Mendels, Glen E.; Flanders, James P. American Educational Research Journal; 10; 3; 203-12 Sum 73
Descriptors-*Grade 1/ *Educationally Disadvantaged/ *Teachers/ *Expectation/ *Academic Performance/ Performance Factors/ Intelligence Tests/ Tables (Data)
Purpose of the study was to provide an adequate test of the original Rosenthal and Jacobson teacher expectancy hypothesis by using: (a) equivalent control and experimental groups based on pretest data, and (b) a more suitable test of intelligence. (Authors/CB)

EJ084517 EC052327
TEACHER ATTITUDES ASSOCIATED WITH THE INTEGRATION OF HANDICAPPED CHILDREN
Shotel, Jay R.; And Others Exceptional Children; 38; 9; 677-83 May 72
Descriptors-*Exceptional Child Research/ *Handicapped Children/ *Teacher Attitudes/ *Regular Class Placement/ *Resource Teachers/ Teachers/ Questionnaires

EJ087846 EC060113
TEACHER'S PERCEPTIONS OF TEACHER AIDE ROLES AND RESPONSIBILITIES
Hennike, J. Michael; Taylor, Donald E. Education and Training of the Mentally Retarded; 8; 2; 15-19 Apr 73
Descriptors-*Exceptional Child Research/ *Early Childhood Education/ *Teacher Aides/ *Teacher Attitudes/ *Teacher Responsibility/ Mentally Handicapped/ Teachers

## Projects in Progress

The project number, duration, title, investigator, and institution are cited for FY 74 projects. Objectives, procedures, and end products are described in Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968.

PROJECT NO.: V0139VZ

PROPOSED BEGINNING AND ENDING DATES: June 1, 1974 - October 31, 1975

PROJECT TITLE: An Investigation of the Teacher Competencies Needed to Utilize Diagnostic Test Data in Prescribing Occupational Learning Experiences in Teaching Educable Mentally Retarded (EMR).

INVESTIGATOR AND INSTITUTION: Orville Nelson
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

PROJECT NO.: V0215VZ

PROPOSED BEGINNING AND ENDING DATES: June 30, 1974 - June 30, 1975

PROJECT TITLE: Guidelines for Improvement of Vocational Education Programs and Resources to Serve Needs of Handicapped Children

INVESTIGATOR AND INSTITUTION: R. James Cameren
Performance Mangement Specialists Inc.
Englewood, Colorado 80110

PROJECT NO.: V0241VZ

PROPOSED BEGINNING AND ENDING DATES: June 30, 1974 - June 30, 1975

PROJECT TITLE: A Study to Design a Model of Effective Approaches, Methods and Techniques to Meet the Needs of Ethnic Minorities in Vocational Education.

INVESTIGATOR AND INSTITUTION: Wallace T. Homitz
Homitz, Allen and Associates
Oakland, California 94609

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